

Grade 3

Palmer Method Handwriting

THE A. N. PALMER COMPANY

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PALMER METHOD CAPITALS AND SMALL LETTERS

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o
p q r s t u v w x y z
Bronx Brooklyn
Queens Richmond Manhattan

Palmer Method Handwriting

BOARD OF EDUCATION
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The person whose name is written in this textbook was prepared
Public School No. _____ Borough of _____

Prepared by the Palmer Method

NAME	Class	Date Issued	CONDITION	
			When Issued	When Received
Jacqueline Smith	3 a	2-38	Good	
Edwin Brog	3 a	2-38	Good	

...dance with principles

55 Fifth Avenue, New
Terminal Sales Bldg., Pe

ue, Chicago, Ill.
Rapid, Iowa.

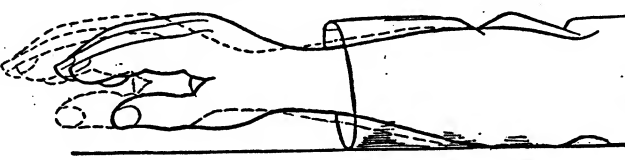
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Palmer Method Handwriting

POSTURE



Position Study Number 1



Position Study Number 2
Position Study No. 1

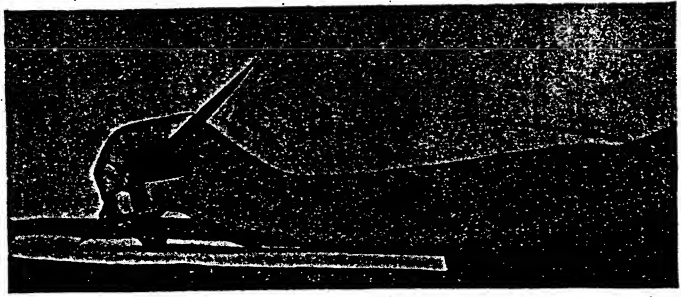
The arrow indicates the arm rest, or the "generator" thru which is produced the power for muscular movement writing. The muscle to which the arrow points acts as an axis or hub. All writing is done with the arm in this position, so it is essential to master the position and the movement which it produces. Assume this position, with the fingers closed, extend the arm slightly forward, then backward, and roll on the muscle.

Position Study No. 2

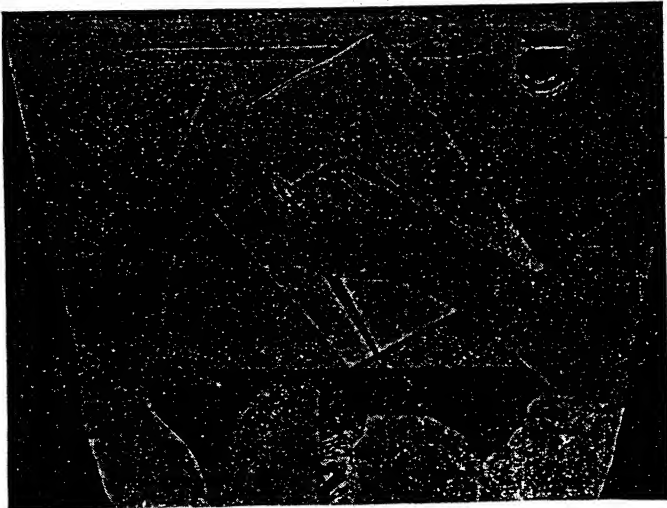
The hand is open and the fingers are extended, but relaxed—not rigid. The broken outline represents the extreme forward movement and the black outline the extreme backward movement.

Position Study No. 3

In this illustration we see three points of contact: muscle, fingernails and pen. Observe that the wrist does not touch the desk. Note that the penholder is carried lightly and rests alongside the large knuckle of the index finger. The index finger rests on the top of the penholder.

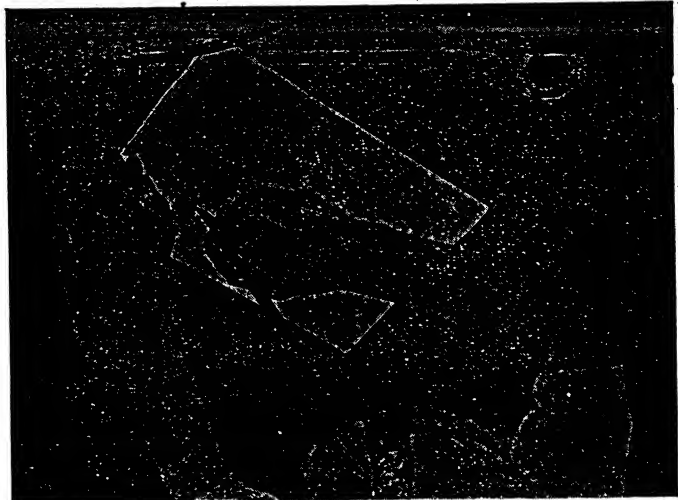


Position Study Number 3



Position Picture Number 4

Note to Teachers: When desks are wide enough to permit, the square front position (No. 4) is better than the half-side position (No. 5). When the desks are so narrow that the half-side position



Position Picture Number 5

is necessary, enough of the left arm should be on the desk to keep the left shoulder from drooping.

Position Picture Number 6



IMPORTANT SUGGESTIONS:

Teachers should encourage students to observe the analysis of the letter as carried in the first part of each exercise in this book. The application of the analysis to letters and words is important in study and practice. The supplementary words as presented for each exercise should likewise be studied and practiced often together with supplementary words other than those presented. It might be well to have students suggest such supplementary words. Frequent reviews are important in mastering a good style of handwriting. Students should be encouraged to read the instructions contained in the text and to make the practical application of the instructions. Pupils should understand that the handwriting period is only a means to an end and that the principles learned in the formal handwriting lesson should be carried over and included in every written assignment.

Position Picture Number 7



EXERCISE 1

1. The over curve



2. The under curve

3. The slide between letters; as,



4. The slide between words; as,



The purpose of exercises 1 and 2 is to help in giving the pupil the *idea* of the side-to-side progression.

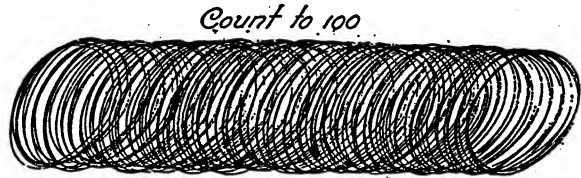
The purpose of exercises 3 and 4 is to help in establishing the *habit* of easy side-to-side progression while letters are being formed.



15 Seconds

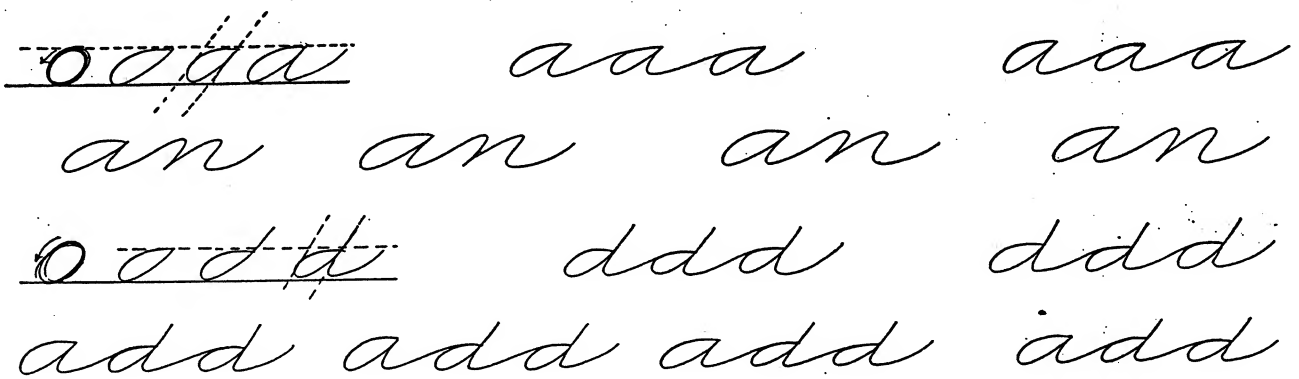


15 Seconds



Half a minute

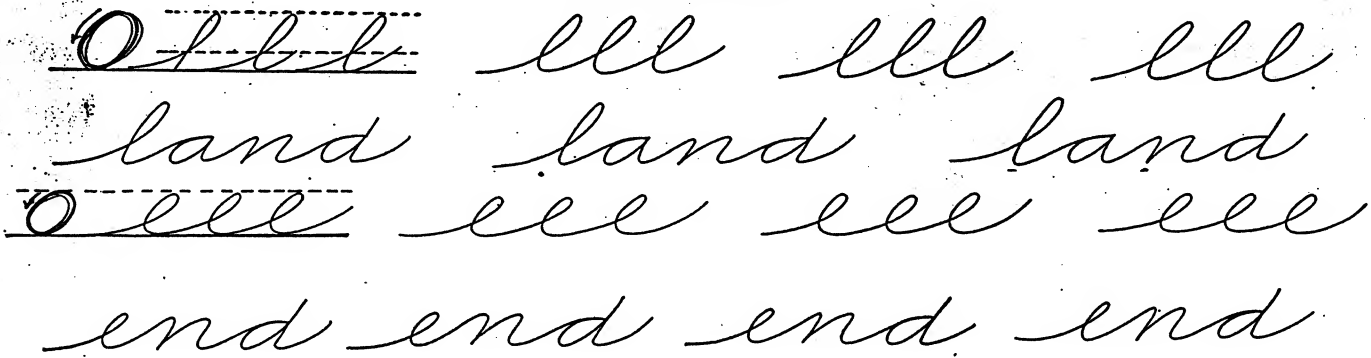
EXERCISES 2 AND 3



Practice words for exercises 2 and 3: and, den, end, idea.
 Time: 70 a's per minute; 65 d's per minute.
 Count for small a in groups should be six allowing two for each

small a. The body of d closely resembles small a, the stem in d extending above the body of the d about the same height as occupied by the body.

EXERCISES 4 AND 5



Practice words: lend, loan, lean.

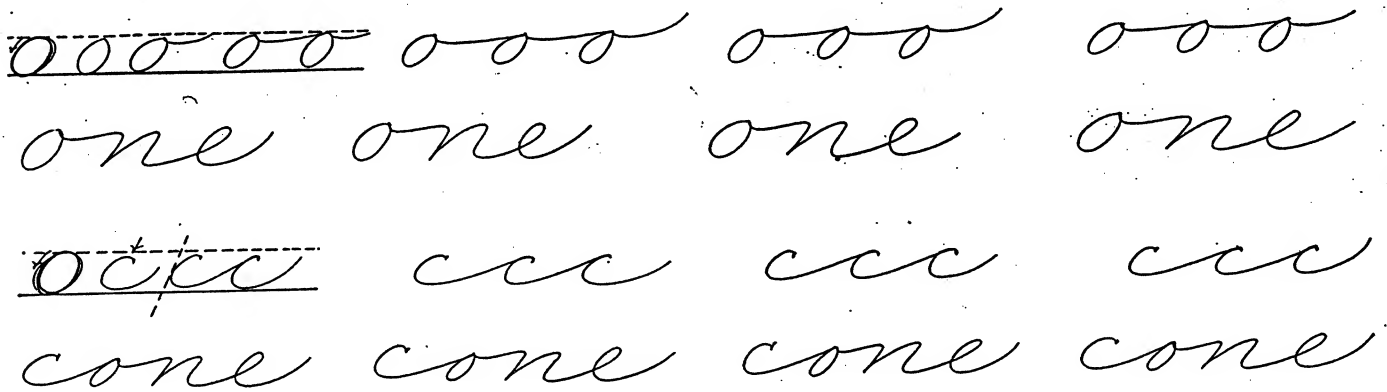
Count six for ovals and one for each l.

Time: 110 per minute.

Place a little emphasis on the second count of each letter and count just a second slower than for the first part to enable pupils to make the downward stroke straight without stopping the movement at the base. The first line of this exercise forms a valuable movement exercise and should be practiced frequently.

Small e is l reduced in size. The same principles as apply to l should be maintained while practicing e. Being made smaller permits e to be written at a higher rate of speed than l. If you bear heavily on your arm or rest on your wrist you cannot use muscular movement in simple exercises or in your writing. You should study often the position pictures.

EXERCISES 6 AND 7



Practice words for exercise 6: on, one, old.

Practice words for exercise 7: can, cane, came, coal.

Time: 90 o's per minute; 80 c's per minute.

Count for each group of o's is six giving a count of two for each letter. Third grade pupils should be able to make with easy, rhythmic motion well formed letters at the rate of from 80 to

90 per minute. Small a and c are made with the same motion and are of the same height. Observe the tops of each of these letters, connective lines slightly curved. Maintain uniform height of letters as well as uniform spacing between letters and groups. Observe the small dot with which c begins. A good count for c is 1, dot 2, dot 3 for each group.

EXERCISES 8 AND 9

mmmm ~~*mmmm*~~ *mmm.* *mmmm.*

moon, *moon.* *moon.*

nnnn ~~*nnnn*~~ *nnn* *nnn*

nice *nice.* *nice.*

Practice words for exercise 8: mine, mean, mica, me.

Practice words for exercise 9: nine, line, linen.

Speeds: m—48 letters a minute. n—60 letters a minute.

For small m count over, over, under; over, over, under; over, over, under; or 1-2-3, 1-2-3, 1-2-3 for each group. For small n count over, under; over, under; over, under; or 1-2, 3-4, 5-6 for each group.

EXERCISES 10 AND 11

ssss *sss* *sss*

soon *soon* *soon*

rrrr *rrr* *radio*

rrrr *rrr* *radio*

Practice words: scene, ease, sail, since.

Time: 60 s's a minute.

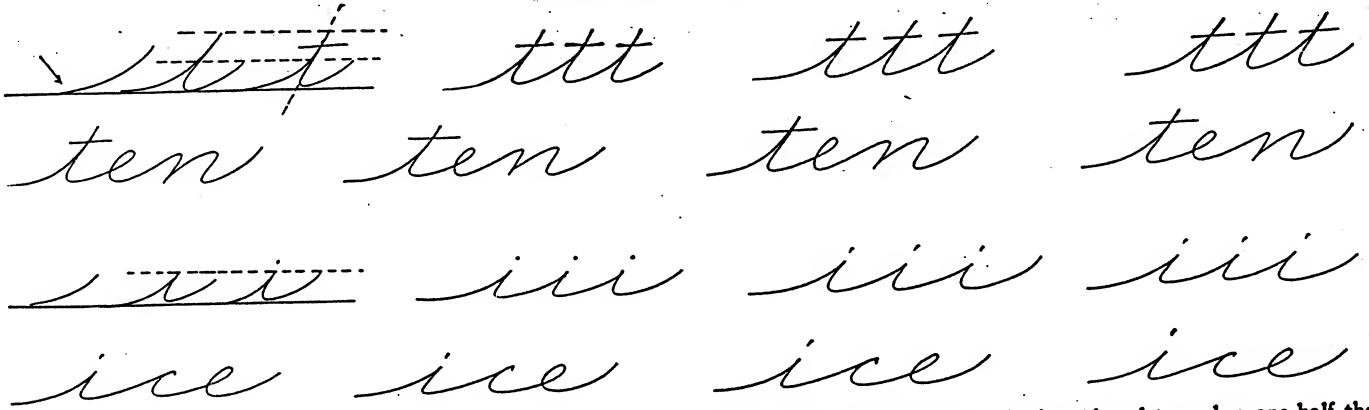
The count should be 1-2, 3-4, 5-6, 7-8, 9-10, in three or four seconds. Note the pointed tops of s's, the connections at the base and the easy, rhythmic motion. Count 1-2 for each s or swing, 1-2, curve 1-2. If you sit as the pictures have taught you and push and pull from and towards the center of the body, you will be able to make well the slant line exercise.

Practice words: rise, roll, acorn, armor.

Rate of speed in groups of three is 70 r's to a minute.

To avoid loops or openings in making r check the motion before tracing for the upward stroke and tracing for the downward stroke. Guard against making lines too deeply curved. Practice this exercise until it can be written automatically, easily and with the required speed and neatness.

EXERCISES 12 AND 13



Practice words for exercise 11: ton, mint, notes, cotton.

Practice words for exercise 12: isle, line, time, instant.

Speed: 75 t's a minute and about 80 i's in the same time.

Exercises 11 and 12 may be preceded with the half minute exercise of the one space push pull exercise upon which both these letters are based. The initial and final loops of each letter t and i are identical

in form and movement. The final stroke of t reaches one-half the height of the letter. Crossing is made a little above the center of the main stroke.

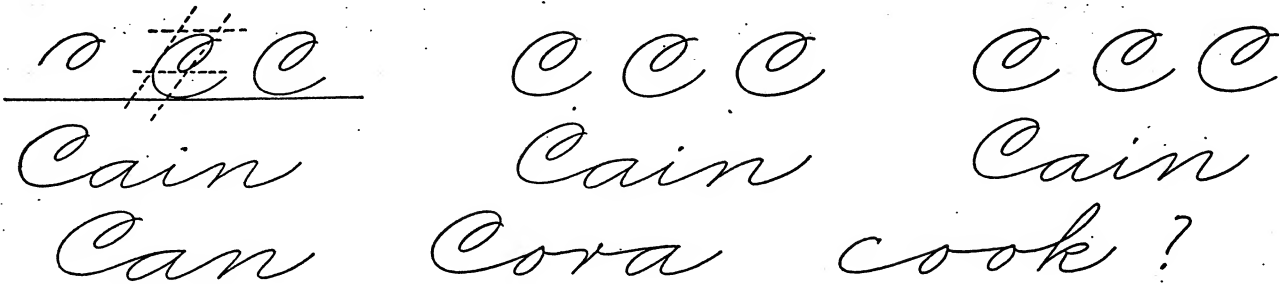
Small i is an abbreviated form of the push pull strokes. Learn to control the movement. The letters t, d and p should be made of uniform height. Avoid looping of t and i letters.

WORD PRACTICE

dale little errand
ocean cider mirror
notes sort tree
reins music mantle
iron colt reindeer
class told into

TO WRITE WELL, HAVE FIRST A GOOD MENTAL PICTURE OF THE LETTER FORMS

EXERCISE 14



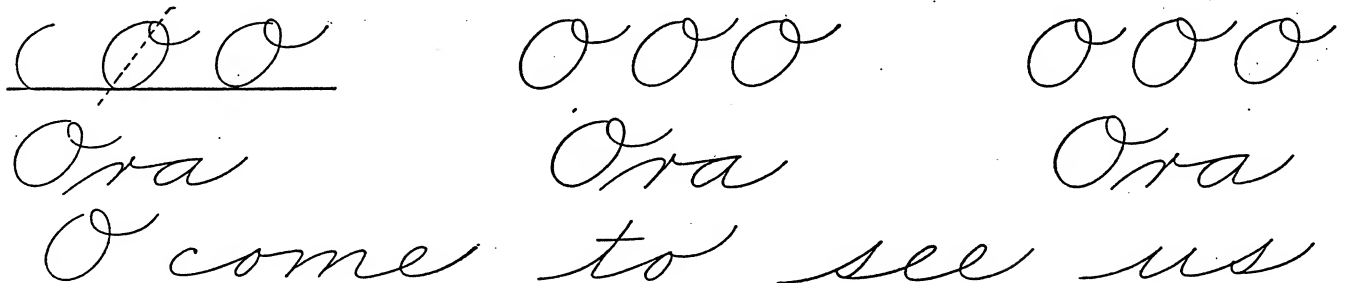
Practice words: Cape Cod, Clinton.

Time: 60 a minute.

The first group on the first line of exercise 14 clearly indicates the size and shape of the letter in general as well as its particular parts. Observe that the first stroke making the loop starts downward to the left. Observe the width of the loop and the width between the

loop and the back of the letter. Note the space occupied by the loop and that the final stroke ends at the base of the loop. Capitals O and C are made with continuous motion. Review the small, compact ovals on the second line of exercise one which are made at the speed of 200 revolutions a minute. Encourage students to make the direct application of this movement to written letters and words.

EXERCISE 15



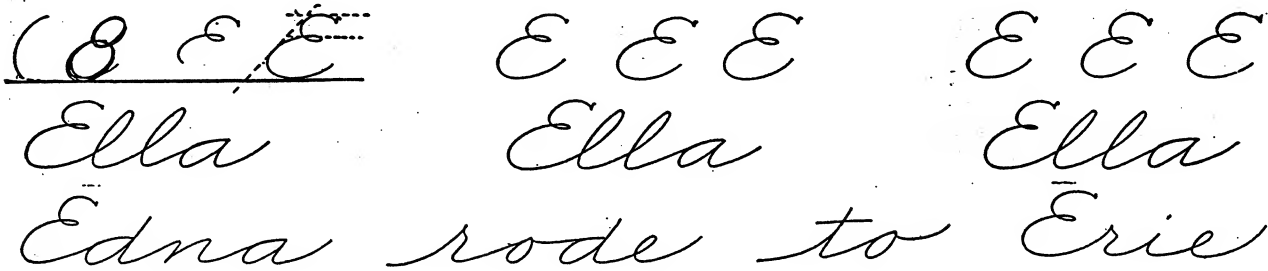
Practice words: Otis, Olean, Otto.

Count 60 O's per minute.

It would be well to precede this exercise with a few minutes' practice of the one space compact, direct oval as the capital O is a direct result of this exercise. Observe the slant of capital O, the space in the loop and the final stroke. Repetition of the right kind

is the keynote to good handwriting. The exercises presented for third grade pupils are arranged to promote application of movement to letters in groups and to the writing of simple words. Encourage students to write all words in their spelling lessons with muscular movement even though the letters may not be well formed at first.

EXERCISE 16



Practice words: Edmond, Easter, Edison.

Time: 40 E's per minute.

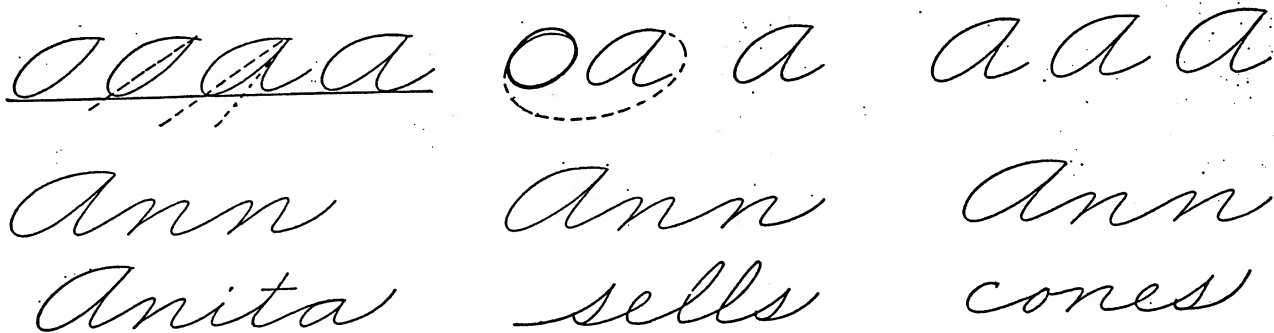
Count: Dot-2-3.

Direct oval application to capital E. Study the proportions and slant of E and practice the ovals just as they appear in the first group, first line of this exercise. This is a good movement exercise for pupils to practice in order to acquire movement control and rhythm. Begin E with a dot, continuing oval motion towards the

left. The upper part of E is not so wide nor so tall as the lower part.

The loop slants slightly downward. The finishing stroke is an upward right curve. Acquire elasticity, lightness and freedom. Do not mind if the pen runs away at first and makes some awkward strokes or letters. This is to be expected. Practice correctly and gradually you will gain control of the writing muscles of the arm and with close attention to general form, size, slant, spacing and correct movement application you will become an expert muscular movement penman.

EXERCISE 17



Practice words: Adam's, Amos, Aladdin.

Speed: 60 A's per minute.

The small, compact oval preceding the second group on the first

line is composed of six revolutions. Observe the path of the pen in going from the oval to the A. Slight check in the motion should be made at the top of the A then proceed downward to the left, before swinging up from the base line.

ARE YOU SITTING ERECT?

FOR STUDY

1 2 3 4 5 6 7 8 9 0

FOR PRACTICE

0 0 0 0 0 9 9 9 9 9 6 6 6 6 6 8 8 8 8 8
 0 0 0 0 0 9 9 9 9 9 6 6 6 6 6 8 8 8 8 8
 1 1 1 1 1 7 7 7 7 7 4 4 4 4 4 5 5 5 5 5
 1 1 1 1 1 7 7 7 7 7 4 4 4 4 4 5 5 5 5 5
 2 2 2 2 2 3 3 3 3 3 1 6 4 0 7 9 4 3 5 5 8 0
 2 2 2 2 2 3 3 3 3 3 2 3 6 5 2 8 1 7 9 4 6 2

EXERCISES 18 AND 19

o o q g g

game

g g g

game

g g g

game

o o q g q

quart

g g g

quart

g g g

quart

Practice words: glee, gale, gander. Count 1-2; 50 to 55 per minute.
 Practice words: quail, quince, quite. Count 1-2; 40 to 45 per minute.
 The parts of g and q which rest on the base line are formed from the small a and are the same height, the rounded part being identical with a.

Observe the steps indicated in each of the first groups for the formation of these letters. Maintain the same slant in the downward strokes, note the space and length of the loops as well as the crossing and connective points of g and q.

EXERCISES 20 AND 21

h h h *h h h* *h h h*
hero *hero* *hero*

k k k *k k k* *k k k*
khaki *khaki* *khaki*

Practice words: honor, hello, chime.

Count two, 60 letters per minute.

LOOP LETTER EXPLANATIONS: The downward line forming the loop of small h stops abruptly on the base line and a left curve from the connective slant starts at the left part of the

letter. Make the last part of h about one and one-half times the width of the loop through its widest part. In small letters h and k the downward line in the loop stops at the base.

Practice words: keen, kind, trick.

Count three: 45 letters per minute.

EXERCISES 22 AND 23

u u u *u u u* *u u u*
sunset *sunset* *sunset*

w w w *w w w* *w w w*
wool *wool* *wool*

Practice words: untie, united, minute.

Count: 1, 2. Speed 56 to 60 per minute.

Practice words: wind, wand, wares, tow.

Count: In groups of three count three for each letter. Speed 44 per minute.

Small i repeated once rightly spaced forms u. Observe the distance between the tops forming the letter u.

Small w is small u with a third part added. Without lifting the pen check the motion in small w before making the final stroke.

bbb
begin

bbb
begin

bbb
begin

fff
father

fff
father

fff
father

Practice words: blooms, boats, bargain.
Count is three: 60 letters per minute.
Practice words: fishing, offer, effect.
Count is two: 60 letters per minute.

The first part of small b is similar to small h and k though the last part does not permit an angle at the base of the downward stroke but continues with an upward right curve. There is no

angular connection at the bottom of the letter but a turn without a stop. The letter is finished with a horizontal under curve.

Small f in groups of three is a splendid movement exercise although at first it may be found difficult for beginners. The left side of f is a straight line on the main slant. From the turn at the top to the turn at the bottom there should be no stop either at the top or bottom. The upper part is the same length as small l, the lower part a little shorter.

EXERCISES 26 AND 27

ppp
pencil

ppp
pencil

ppp
pencil

jjj
jump

jjj
jump

jjj
jump

Practice words: price, puppy, appear.
Count 1-2; speed 50 a minute.

Practice words: jewel, join, joke.
The sharp point at the top of p reaches the same height as that

attained by letters t and d. The lower loops in p and j are identical. Pause at the tip of j, continue with a downward stroke forming the left curve. Cross at the line. Dot i and j after completing the word or group of letters containing them.

EXERCISE 28

Practice words: Nile, Niagara, Nina.

Speed: 35 per minute.

Count: 1-2-3.

How to Study a Word

1. Study each letter.
2. Beginning and ending strokes.
3. Letters in the word.
4. Connective strokes.
5. Heights of letters.
6. Slant.
7. Spacing between letters.
8. Difficult letters.
9. Number per minute.
10. Number to line.

NOW IS THE TIME TO LEARN

EXERCISE 29

Practice words: Mama, Macon, Manila.

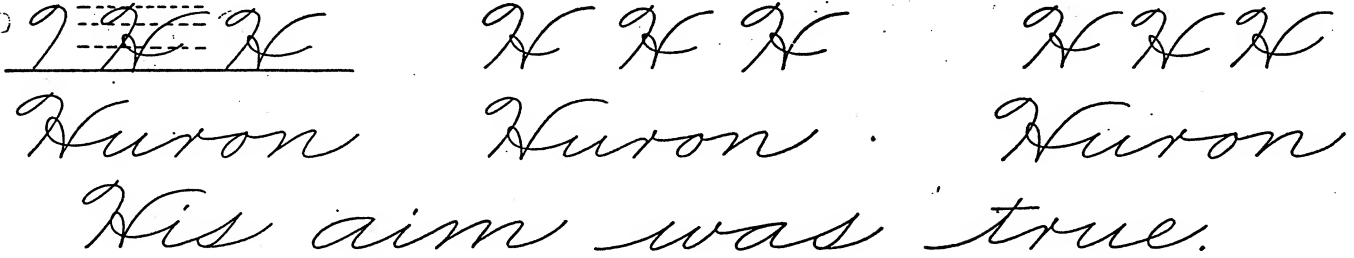
Count: for M count 1-2 for the stem; 3-4 for the balance of the letter.

Speed: 30 M's per minute.

The first line of the above exercise indicates the capital letters

whose initial strokes are formed from the capital letter stem or inverted six. In practicing capital M observe the width of loop, distance between loop and first main stroke, slant of down strokes, rounded tops, height of respective tops and curved final stroke ending slightly below base line.

EXERCISE 30



Practice words: Hale, Hanson, Harris.

Count: 1-2 for the stem; 3-4 for the downward stroke and finishing loop.

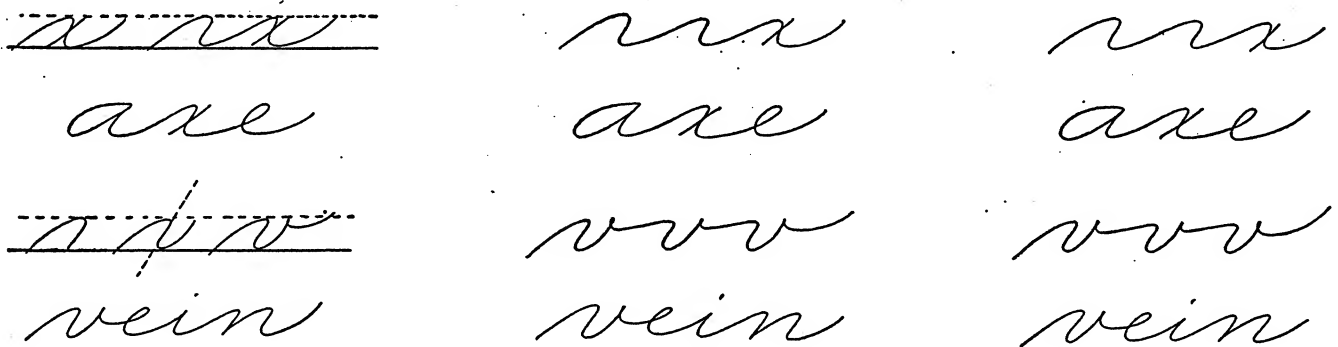
Speed: 30 per minute.

The initial stroke or stem of capital H being similar to the exercise in the two preceding lessons should require little attention here. It would be well to observe the height and curve effect of the second

stroke as well as the medial, loop and final stroke. The base of the two downward strokes should rest on the line. The second stroke begins with a slight curve to the left. Stop at the base line without lifting the pen. Proceed with an upward, right curve to the central part of the stem of the letter which is crossed in forming the connecting stroke. Observe the final stroke is an under curve of the direct oval.

HEAD AND HAND WORK TOGETHER

EXERCISES 31 AND 32



Practice words: ox, fox, taxi.

Count two for x, 80 letters per minute.

Practice words: verbs, value, violets.

Count two for v; 60 letters per minute.

The letter x is made in two sections. The first part is made from the beginning to the ending line before making the oblique crossing.

In v we have the final stroke curved. Note the similarity to the final strokes of o, r, w and b.

EXERCISES 33 AND 34

Handwriting practice for the letter 'y' and the word 'you'. The first row shows three 'y's written on a set of three horizontal lines (top dashed, middle solid, bottom solid). The second row shows the word 'you' written in cursive.

Handwriting practice for the letter 'y' and the word 'you'. The first row shows three 'y's written on a set of three horizontal lines. The second row shows the word 'you' written in cursive.

Handwriting practice for the letter 'y' and the word 'you'. The first row shows three 'y's written on a set of three horizontal lines. The second row shows the word 'you' written in cursive.

Handwriting practice for the letter 'z' and the word 'zoo'. The first row shows three 'z's written on a set of three horizontal lines. The second row shows the word 'zoo' written in cursive.

Handwriting practice for the letter 'z' and the word 'zoo'. The first row shows three 'z's written on a set of three horizontal lines. The second row shows the word 'zoo' written in cursive.

Handwriting practice for the letter 'z' and the word 'zoo'. The first row shows three 'z's written on a set of three horizontal lines. The second row shows the word 'zoo' written in cursive.

Practice words: yolk, hay, lovely.
Count two; 70 y's per minute.
Practice words: zone, zero, zebra.
Count two; 70 z's per minute.

The curve of y and the point at the top are of uniform height. The extended part of the letter forms a small j. The first stroke of z is made with an over motion, the small loop resting upon the line.

EXERCISE 35

Handwriting practice for the letter 'J' and the word 'James'. The first row shows three 'J's written on a set of three horizontal lines. The second row shows the word 'James' written in cursive.

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Handwriting practice for the letter 'J' and the word 'James'. The first row shows three 'J's written on a set of three horizontal lines. The second row shows the word 'James' written in cursive.

James

James

James

June is a month.

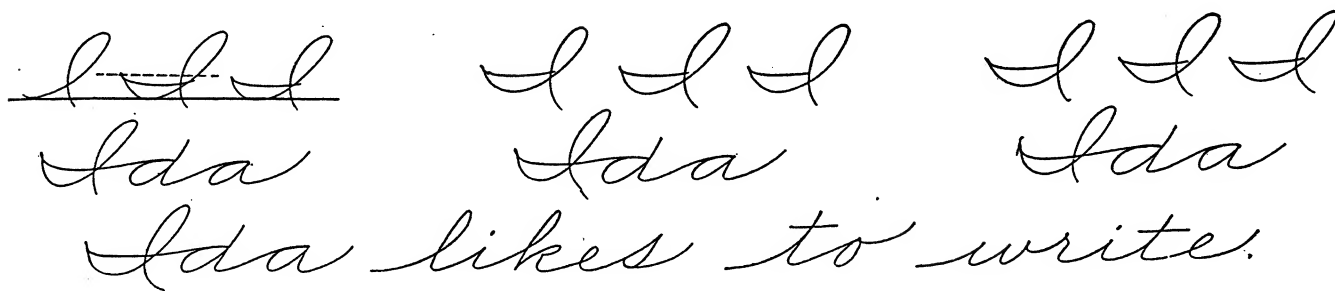
Practice words: Janet, Jack, Jamaica.
Count two for each J. Speed 50 per minute.

Exercise 35 is an application of the reverse oval movement. Move

the pen above the paper letting it touch as it moves upward in the direction of the right side. The first stroke of the pen should touch the base line while moving upward. Study the proportions of capital J as shown in the first group on line one.

JOIN LETTERS IN WORDS

EXERCISE 36



Practice words: Irene, Irving, Illinois.

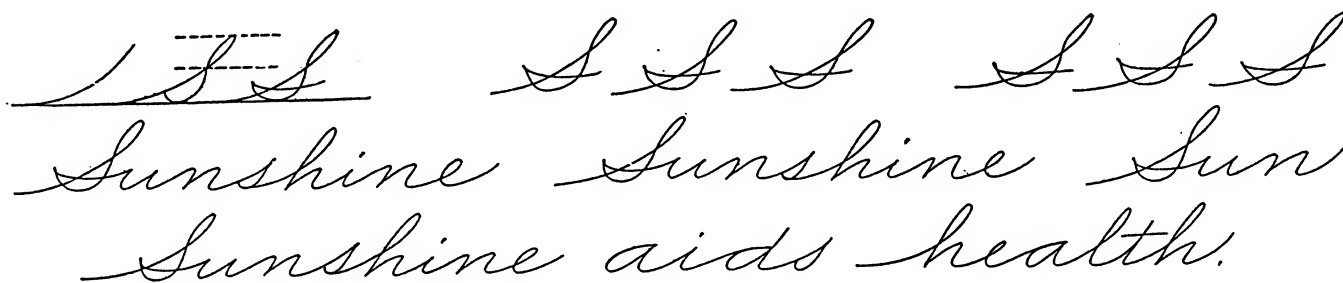
Count 1-2-3. Speed 45 per minute.

The approach of I is much like that of J. The study of the letter will be worth much more to pupils than many words of instruc-

tion. It will be seen that the upper part of I is about one-half the width of the first part of J and that as soon as the turn is made at the top the line continues in a right curved direction. The angular or boat I requires a stop in the motion at the angle. Swing towards the right, curving the line very slightly.

INK WELLS SHOULD BE CLEAN

EXERCISE 37



Practice words: Sherman, Shannon, San Antonio

Count 1-2-3. Speed 45 per minute.

The initial stroke of S is crossed at approximately the middle point of the letter. Be sure to check the motion and pause at the angle when the boat effect for S is used

SEE IF YOUR LETTERS ARE LIKE THE COPIES

THE GRADING OF SPECIMENS IN RATE AND QUALITY WITH THE AMERICAN HANDWRITING SCALE
GRADE THREE

A big car nearly ran over B
He jumped quickly away from.
Now he does not play in the
A big car nearly ran over B
He jumped quickl

The above specimen was written at the rate of 57 letters per minute which achieves a rate score of "Good" or 81% on the rate classification table for grade 3. In quality this specimen measures up to the sample in the excellent column and therefore achieves

a quality score of excellent or 93%. The final grade will be the average of the rate and quality scores or 87%. This pupil requires some attention to rate of writing.

GRADE THREE

A big car nearly ran
over Bobby. He jumped
quickly away from it Now
he does not play in the
road.
A big car nearly ran

The above specimen was written at the rate of 63 letters per minute and is therefore accorded a rate score of "Good" or 81%. The quality score is "Fair" or 75%, if the sample is graded on the scale for grade 3. The final score is the average of the rate and

quality scores or 78%. This pupil should be required to pay particular attention to form. A further diagnosis will show a faulty slant but good connective strokes.

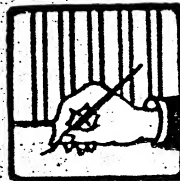
PRACTICAL LETTERING

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z &
a b c d e f g h i j k l m n o p q r s t u v w x y z c

Where boldness is desirable and when speed is not required the above style of broad pen practical lettering will be found adaptable for addressing packages, simple engrossing, lettering titles on posters, etc. Engrossing is to be encouraged only after pupils have satisfactorily mastered a style of automatic muscular movement writing for general use and never at the expense of a good, easy, flowing, cursive style of handwriting. Practise one line of each letter presented in the above alphabet.

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JAMAICA, N. Y.

Trade Mark



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SEP 9 - 1936